COURSE OUTLINE

Description

While many people in contemporary society perceive the goals of sustainability and historic preservation to be completely at opposite ends of the spectrum, quite the opposite is true. Reusing a building is the ultimate form of recycling. Using the lens of stewardship of the built environment, this course provides the foundation for understanding why the preservation and reuse of existing buildings is a significant sustainability strategy. The course explores the theory and practices that can affect, protect, and conserve both historic and existing buildings. This includes the planning, design, construction and operating processes involved the preservation of historic buildings and sites, neighborhoods, commercial districts, and cultural landscapes.

Stewardship of the Built Environment recognizes that the built environment should interact synergistically with the natural environment and that sustainability is the integral and balanced combination of social, environmental, and economic forces that conserve material, energy, fiscal resources, and social identity. It further recognizes that, while retention of every building is not practicable, demolition of a building intensifies demand for new raw materials and energy for construction while contributing to increased land fill pressures and that sensible efforts must be made to avoid unnecessary demolition.

This course provides the foundation for understanding historic preservation theory and the practices that affect, protect, or conserve historic buildings. This includes the planning processes involved the preservation of historic buildings and sites, neighborhoods, commercial districts, and cultural landscapes. This course includes preservation practices and policies that affect buildings built in the United States from the late-16th century through the 21st century.

Objectives

The primary objective of this course is to develop skills needed to communicate and interact with others (e.g., architects, planners, engineers, consultants, clients, etc.) whom the students will encounter in professional practice when working with the preservation of older buildings. To achieve this objective, the course goals include the ability to understand:

- the development of the historic preservation practice in the United States;
- the evolution of preservation and preservation planning practices;
• the social, environmental, and economic benefits of historic preservation;
• the role of local, state and federal agencies with regards to preservation;
• the role of the Secretary of Interior's Standards for Historic Preservation;
• the methods involved in defining the historic significance of a site, building, district, or cultural landscape;
• the processes involved in revitalizing commercial and residential districts;
• the technology available to assist in preservation of the built environment;
• the environmental safety issues related to the rehabilitation of buildings;
• the opportunities that preservation presents in the 21st century;
• the resources available for preservation planning activities.

Teaching Philosophy

The readings and their subsequent discussions form the foundation of the course. Substantial student preparation is imperative. Student questions and interaction with the instructor form the basis for teaching this course, are strongly encouraged, and are an important component of my teaching approach. It is this combination of questions and the resultant discussions that bring significant richness and vitality to the course.

Organization

Instructor  Robert A. Young, PE, FAPT, LEED ap; Room 240 AAC; (801) 581-3909; young@arch.utah.edu; Office Hours: M 9:30-11:30 AM; or by appointment. Students should periodically consult the instructor's web site (http://www.arch.utah.edu/young) for updates on class information.

Class Hours  6:00-9:00 P.M., Room 228 AAC, Mondays


Young, Robert. SOTIS: Secretary of this Interiors Standards Courseware Module. (see Instructor's Web Site)

There are additional readings included on Canvas or are accessible from the internet. Refer to "Readings" section below.

Decorum & Attendance  Punctuality, professionalism, and leadership are valued by clients, employers, colleagues, and faculty. As such, students should be ready to begin class at the scheduled start time and be prepared to ask and answer questions.

Class begins with announcements and questions to and from the class and the resultant discussions. Participation goes beyond just coming to class and taking notes. Leaders ask questions and seek clarity to foster greater understanding for themselves and for
the class. Leaders engage the class in learning course materials both inside and outside the classroom.

Pagers and cell phones must be turned off or set to non-audio mode. Use of electronic devices for emails or doing anything else unrelated to the class (e.g. online chatting, internet surfing, assignment from other courses, etc.) is prohibited during class.

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Unless you bring enough food to share with the class, do not eat in class.

At certain times, the College of Architecture + Planning will be sponsoring lectures by notable architects, planners, and other design professionals. **On those lecture dates which coincide with the scheduled class period, class will start at 7:00 PM.**

Due to the quantity of materials covered, it is recommended that students attend class lectures regularly, ask questions, and keep up with the reading. Students’ participation and leadership qualities in class lectures and discussions will be used in consideration of their final course grade.

**Projects**

There will be two research projects assigned that will constitute the majority of the completion requirements for the course.

Students are responsible for all in-class instructions on projects.

**Grading**

Plagiarism will not be tolerated in this course. All work presented on all assignments must be properly cited. For the first instance of plagiarism, students submitting plagiarized materials will be required to resubmit the assignment with proper citations and will be penalized one full letter grade. A second case of plagiarism by the same student(s) will result in a failing grade in the course and referral to Director of the SOA for disciplinary action.
Late Policy: All projects must be submitted by the date and time they are due or they are considered late. Late work will be penalized up to one letter grade (e.g., an "A" becomes a "B") for each day or any part thereof that it is late.

All unsubmitted late work must be turned in by 5:00 PM on the last day of the regular semester classes (not finals week) to receive completion credit even though it may be too late for a letter grade.

Final grades will be based on the following division of credit:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Class Leadership and Participation</td>
<td>40 pts</td>
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<tr>
<td>Project #1 Proposal</td>
<td>10 pts</td>
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<tr>
<td>Project #1</td>
<td>40 pts</td>
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<tr>
<td>Project #2 Proposal</td>
<td>10 pts</td>
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<tr>
<td>Project #2</td>
<td>50 pts</td>
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<td>Total</td>
<td><strong>150 pts</strong></td>
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Grades will be based on the following performance levels:

- A  Performance is exceptional
- B  Performance is at the expected level.
- C  Performance is below expected level.
- D  Performance is well below expected level.
- E  Performance is extremely poor.

The University does not grant credit for graduate courses in which a student does not receive at least a C- grade for the course.

Accessibility  The University of Utah College of Architecture + Planning seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodation, prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). All written course information can be made available in alternative format with prior notification to the Center for Disability Services.

University

Notes

Last day to drop classes: September 2, 2013
Last day to add classes: September 4, 2013
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
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<tbody>
<tr>
<td>August 26</td>
<td>Introduction</td>
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<tr>
<td></td>
<td>Required: Tyler, Ch. 1; CP</td>
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<tr>
<td>September 2</td>
<td>Labor Day: No Class</td>
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<td>September 9</td>
<td>Stewardship of the Built Environment</td>
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<td></td>
<td>Required: Tyler Ch 10, 11;</td>
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<td>September 16</td>
<td>Historic Preservation Movement in the United States</td>
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<td></td>
<td>Required: Tyler, Ch. 2; Review only: SOTIS Courseware</td>
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<td></td>
<td><strong>Project #1 Proposal Due</strong></td>
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<tr>
<td>23</td>
<td>Architectural Styles</td>
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<td></td>
<td>Required: Tyler, Ch. 3</td>
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<td>30</td>
<td>Historic Districts and Legal Basis for Preservation</td>
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<td></td>
<td>Required: Tyler Ch. 4; Review only: TP 3 &amp; 4</td>
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<td>October 7</td>
<td>Documentation and Designation of Historic Properties</td>
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<td></td>
<td>Required: Tyler, Ch. 5-6; TP-5; Review only: TP 6-8</td>
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<tr>
<td>14</td>
<td>Fall Break: No Class</td>
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<tr>
<td>21</td>
<td><strong>Project #1 Presentations</strong></td>
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<td>28</td>
<td><strong>Project #1 Presentations</strong></td>
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<td></td>
<td><strong>Project #1 Papers and Presentation Media Due</strong></td>
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<td>November 4</td>
<td>Design Issues</td>
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<td></td>
<td>Required: TP-11; Review only: TP-13</td>
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<td>11</td>
<td>Preservation Technology</td>
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<td>Required: Tyler, Ch. 7</td>
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<td><strong>Project #2 Proposal Due</strong></td>
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<td>18</td>
<td>Economics</td>
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<td>Required: Tyler Ch. 8; TP-16</td>
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<td>25</td>
<td>Revitalization</td>
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<td>Required: Tyler, Ch. 9; TP-14</td>
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<td>December 2</td>
<td><strong>Project #2 Presentations</strong></td>
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<td>December 9</td>
<td><strong>Project #2 Presentations</strong></td>
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<td></td>
<td><strong>Project #2 Papers and Presentation Media Due</strong></td>
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READES

Readings on Canvas

Required

Readings Online (available at http://www.nps.gov/nr/publications/index.htm)
Review Only:

Instructor’s Website  http://www.arch.utah.edu/young

Required
CP   ARCH-6500/URBPL-6500/REDEV-6500 Course Pack.

Review Only
References

LEADERSHIP AND PARTICIPATION

Introduction

Each week the class will begin with a discussion of the question “What is new in preservation?” This discussion provides students with a forum to present opinions and develop an interactive dialog between themselves, their classmates, and the instructor. As part of professional practice, it is incumbent upon practitioners to keep current in their field of work. For this course, preservation will be the focus of the discussion. Students are expected to take note of issues and preservation that are happening in their community or that they have encountered in the news media and bring their observations and concerns to class. Students will also be expected to attend, observe, and even participate in a public or professional meeting or event. A portion of the leadership and participation grade will be based on the attendance and reporting of one such meeting to the class.

Objectives

The objectives of this assignment are:

- To explore how historic preservation is accomplished in practice.
- To encourage development of student observation skills.
- To encourage development of student oral presentation skills.
- To foster dialog on local, national, and international preservation activities.

Procedure

There are regularly scheduled meetings and events that often have historic preservation implications. Each student should attend one such meeting as an observer of the processes involved. The student may also instead elect to attend other events of a professional nature related to historic preservation and report their observations to the class as well. Finally, students may initiate discussions based on preservation related local and national current events or materials beyond class readings.

Product

The student's level of class leadership and participation in discussions are the primary basis for the grade received for this portion of the course. Lack of interaction and participation will lower a student’s grade considerably. Unexcused absences and chronic tardiness will likewise reduce this grade.
PROJECT #1: HISTORIC PRESERVATION THEORY PAPER

Introduction

Historic preservation theory is a philosophical approach that affects many aspects of constructing and using the built and natural environments. As such there is a widely diverse selection of materials from which to draw upon to form the basis of a preservation ethic in one’s own professional practice.

Objectives

The objectives of this assignment are:

- To explore how historic a preservation philosophy or theory can potentially affect the built and/or natural environments.
- To encourage development of student research skills.
- To encourage development of student writing skills.
- To encourage development of student oral presentation skills.

Research Paper

Individually or in teams of two people, students will prepare a paper and oral presentation. The paper will describe one aspect of historic preservation theory or philosophy as it affects the built or natural environment. The topic of the paper is to be of the student’s own selection. See the canvas assignment section regarding the requirements for the topic proposal. A suggested list of possible topics is given below or students may develop one of their own with the prior consent of the instructor:

- who owns the past?/who owns the future?
- how is historic preservation/heritage conservation theory and practice different or similar to the United States in another country (e.g., England, France, Italy, Japan, China, etc.)?
- stewardship of the built environment as a preservation/sustainability strategy
- adaptive reuse as a preservation/sustainability strategy
- urban revitalization as a preservation/sustainability strategy
- historic preservation and smart growth
- historic preservation and new urbanism
- life-cycle assessment and historic preservation
- preserving post-World War II/midcentury modern buildings
- preservation of “first tier” suburbs
- embodied energy
- non-destructive testing/non-destructive evaluation
- architectural forensics
- materials testing and analysis
- reduction of waste streams through adaptive reuse and recycling in situ
- transportation system choices as they affect preservation
- preservation advocacy tools, resources, and programs
- sustainable community case studies that include historic preservation
- franchise/corporate identity versus preservation
- pop-ups, blow-outs and tear-downs and the resources to mitigate them

Products

Paper: Based on their research findings, students will prepare a 3500-4000 word paper (approximately 14-16, 8 ½” x 11” pages of double spaced text, 12 point font with 1” margins)
that will (A) define the topic (500 words), (B) explain the method on how you researched or developed the topic (250 words), (C) explain why an architect, planner or developer should be familiar with this topic (250 words), (D) explore examples and describe the implications (2000-2500 words), and (E) provide your conclusions about this topic (500 words).

Graphics should be integrated within the text to highlight key points. All graphics or images not originally developed by the students must be given proper bibliographic credit. All graphics and images must be called out in the text and have captions. Students should use the Chicago Manual of Style as the basis of their writing. All assertions and conclusions should be based on existing factual evidence and not just opinion or conjecture.

In writing the paper, keep the following criteria in mind:

1. Do not use Wikipedia for references in the paper.
2. Proofread manually. Spellchecker is not a proofreader.
3. Use only third person voice (e.g., he, she, they).
4. Avoid contractions (e.g., “do not” instead of “don’t”).
5. Use headings to delineate major areas of the paper (e.g., introduction of research question or issues, case studies, discussion, and conclusion).
6. Include captioned graphics (e.g., “Figure 1: Front façade of XYZ building”) within the body of the text for visual interest and to clarify a point of discussion. Call out figures in text (e.g., “Figure 1”).
7. Cite sources of images and quotes.
8. Include a bibliography at the end (note: the text for this is not included in the word count).
9. Use appendices where appropriate to maintain flow within the main body of the paper. Use call outs (e.g., “see Appendix A”) where appropriate.

Presentation: Students will make an oral presentation to convey an overview of the subject including the major findings and expected trends of the particular topic being presented. The length of the presentation time will be determined once the class size has been finalized. Audio-visual aids (e.g. computer/ projection equipment) will be the responsibility of the student.

The students will upload the paper (.docx) and the presentation media (.ppt) to canvas.
PROJECT #2: HISTORIC PRESERVATION PRACTICE PAPER

Introduction
Historic preservation practice is a direct result of applying the theory to practical applications. As such there is a widely diverse selection of materials from which to draw upon to foster a preservation ethic in one’s professional practice. The process outlined here mirrors the typical process for submitting and presenting papers at professional and academic conferences.

Objectives

- To explore historic preservation practice as it affects the built and/or natural environment.
- To encourage development of student research skills.
- To encourage development of student oral presentation skills.
- To encourage development of student writing skills.

Practice Paper

The paper will describe one aspect of historic preservation practice as it affects the built or natural environment. The subject area is to be of the student's own selection. See the canvas “Assignment” section regarding the requirements for the topic proposal. A suggested list of possible topics is given below or students may develop one of their own with the consent of the instructor:

- Historic Preservation & New Urbanism: suburbs in the city/neo-traditional neighborhoods in the suburbs
- Historic Preservation Tax Credits and LEED
- Historic Preservation Tax Credits and Low Income Housing Tax Credits
- Historic Preservation Tax Credits and New Market Tax Credits
- National Register nomination for a single building or site
- Economic analysis (pro forma) of a proposed rehabilitation project
- Non-destructive testing/non-destructive evaluation
- Architectural investigation and forensics
- Architectural materials testing and analysis
- Main Street revitalization successes and failures
- Design guidelines and design review

Products

Paper: Based on their research findings, students will prepare a 3500-4000 word paper (approximately 14-16, 8 ½" x 11" pages of double spaced text, 12 point font with 1" margins) that will (A) define the topic (500 words), (B) explain the method on how you researched or developed the topic (250 words), (C) explain why an architect, planner or developer should be familiar with this topic (250 words), (D) explore examples and describe the implications (2000-2500 words), and (E) provide your conclusions about this topic (500 words).

Graphics should be integrated within the text to highlight key points. All graphics or images not originally developed by the students must be given proper bibliographic credit. All graphics and images must be called out in the text and have captions. Students should use the Chicago Manual of Style as the basis of their writing. All assertions and conclusions should be based on existing factual evidence and not just opinion or conjecture.

In writing the paper, keep the following criteria in mind:
1. **Do not use Wikipedia** for references in the paper.
2. **Proofread** manually. Spellchecker is not a proofreader.
3. Use **only** third person voice (e.g., he, she, they).
4. **Avoid contractions** (e.g., “do not” instead of “don’t”).
5. Use **headings** to delineate major areas of the paper (e.g., introduction of research question or issues, case studies, discussion, and conclusion).
6. Include **captioned** graphics (e.g., “Figure 1: Front façade of XYZ building”) within the body of the text for visual interest and to clarify a point of discussion. **Call out** figures in text (e.g., “Figure 1”).
7. **Cite sources** of images and quotes.
8. **Include a bibliography** at the end (note: the text for this is not included in the word count).
9. **Use appendices** where appropriate to maintain flow within the main body of the paper. Use call outs (e.g., “see Appendix A”) where appropriate.

**Presentation:** Students will make an oral presentation to convey an overview of the subject including the major findings and expected trends of the particular topic being presented. The length of the presentation time will be determined once the class size has been finalized. Audio-visual aids (e.g. computer/projection equipment) will be the responsibility of the student.

The students will upload one copy of the paper (pdf) and the presentation media (ppt) to canvas.